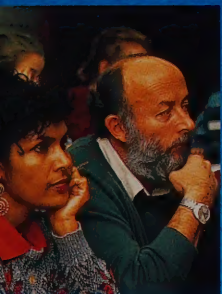


Annual Report 1992-93



# promoting quality & opportunity

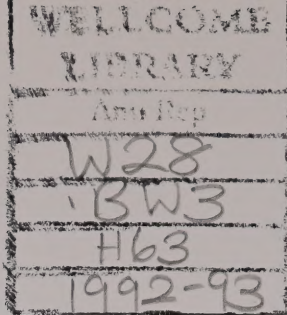


*hefce*

HIGHER EDUCATION FUNDING COUNCIL ENGLAND



# Introduction



The Higher Education Funding Council for England (HEFCE) was established on 2 June 1992 under the terms of the Further and Higher Education Act 1992 as a non-departmental public body operating with a high degree of autonomy within a policy and funding context set by the Government.

The Council assumed responsibility for funding higher education in England on 1 April 1993.

The Council's main function is to administer grant provided by the Secretary of State for Education. The Council funds education, research and associated activities at universities and other higher education institutions. It also funds prescribed courses of higher education at further education colleges, which receive their main public funding from the Further Education Funding Council (FEFC).

The formal relationship of the Council with the Department for Education is set out in a Financial Memorandum and a Management Statement. The Council takes into account guidance provided by the Secretary of State for Education.

Council Members gather in the reception at Northavon House - the HEFCE's Bristol offices.



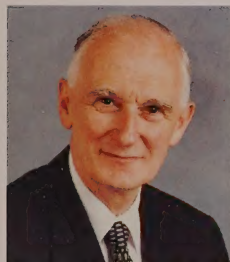
Martin Haswell



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# Chairman's Statement



Sir Ron Dearing

On 1 April 1993, 127 institutions of higher education in England - the established universities, the polytechnics granted university status in 1992, and the colleges of higher education - were brought together within a single funding structure.

These institutions range from small colleges specialising in a single discipline to large multi-faculty universities. Together they are responsible for educating more than one million full-time and part-time students. They are also the main national providers of academic research.

Since June 1992, our task at the HEFCE has been to develop policies for this new sector. We have been able to achieve rapid progress, building on the solid foundations already laid down by the PCFC and the UFC.

We also owe a great deal to partners with whom we have formed creative working relationships. These partners include the universities and colleges themselves, their representative bodies, the Government and other funding bodies. All of them have made significant contributions to the development of policy.

Institutions have been remarkably successful in responding to buoyant demand from students and in widening access and opportunities. Many have demonstrated the ability of autonomous academic institutions to be no less adaptive than private sector enterprises in responding to a major national need and an opportunity: they have achieved high rates of growth with modest

capital expenditure and without sacrifice of the quality of education. They have strengthened their research activities. They have also managed their finances well.

Now their task, with the support of the HEFCE, is to build on these achievements; and, in the light of the Government's decision to consolidate for a period at the present level of participation in higher education, to use this opportunity to prepare for further expansion. It will be their task to deliver high quality teaching and research, while remaining responsive to changes in students' needs, the country's research requirements, and the ever greater expectations people have of higher education as a whole.

The new Council has seen its initial task as to provide a unified funding method which while dealing even-handedly with institutions will allow them to pursue their distinctive missions.

I believe the first funding round achieved this.

Mr Brandon Gough, my successor as Chairman of the HEFCE, will find an organisation which is well equipped to meet the challenges ahead.

I wish him and the Council well.

INFORMATION CENTRE

14 JUN 1993

Wellcome Centre for Medical Science

# The HEFCE's Mission

The mission of the Higher Education Funding Council for England is to promote the quality and quantity of learning and research in higher education institutions, cost-effectively and with regard to national needs.

The Council's role is to advise the Secretary of State for Education on the funding needs of higher education institutions and to distribute available funds.

The Council in performing this role will:

- encourage institutions to meet the demand from students cost-effectively, while promoting and assessing quality in teaching and research
- encourage diversity in the provision of higher education, a widening of access and greater opportunities
- develop active partnerships with institutions, which fully recognise their autonomy
- encourage institutions to build on their strengths and expand their local, regional, national and international roles
- encourage institutions to support these aims and ensure the effective and efficient use of their funds and assets.

A group of Open University students in Derby working with new course materials on 'Living in a Changing Society'.





# Contents

	Page
Achievements of the PCFC and UFC	4
Milestones to the HEFCE	6
Chief Executive's Statement	8
Council Members	10
The Higher Education Sector	13
Expanding Opportunity and Student Numbers	17
Funding for 1993-94	19
Funding for Teaching	20
Funding for Research	26
Other Funding	29
Assessment of Quality of Education and Research	31
Quality and Organisation of Teaching and Research	33
Quality of Management	35
HEFCE Committees	38
Recurrent Grant for 1993-94, Students 1992-93	40
Abbreviations and Conventions	44

*This report covers the first 12 months of the HEFCE's existence. It also describes the valuable preparatory work of the Polytechnics and Colleges Funding Council (PCFC) and the Universities Funding Council (UFC) since May 1991 when the Government published its White Paper 'Higher Education: A New Framework', proposing new funding arrangements for higher education.*

*The PCFC and the UFC were established under the Education Reform Act 1988. They were responsible for distributing funds made available by the Secretary of State for Education. Both Councils assumed their full responsibilities on 1 April 1989. They were dissolved under the terms of the Further and Higher Education Act 1992 on 31 March 1993.*

*The PCFC was responsible for distributing funds to the polytechnics and colleges in England and prescribed courses of higher education at local authority colleges. The UFC was responsible for the allocation of funds for the provision of education and the undertaking of research by universities in Great Britain.*



# Achievements of the PCFC and UFC

The PCFC and the UFC, responsible for funding higher education institutions from 1 April 1989 until 31 March 1993, were successful in encouraging a period of unprecedented expansion, widening participation and increasing opportunity for students. During this period the universities, polytechnics and colleges responded positively to the buoyant demand from students and the policies introduced by the two Councils to encourage efficient expansion.

In 1992-93 there were one million UK and EC students at PCFC institutions in England and UFC institutions in Great Britain - a 44 per cent increase over the four-year period from 1988-89. This increase is equivalent to the creation of 20 large civic universities and represented a rate of expansion beyond that expected by the Government.

This growth was accompanied by increasing participation by all types of students. For example, from 1988-89 to 1992-93, the participation rate of 18-19 year olds on courses of higher education in Great Britain nearly doubled, from 15 per cent to 28 per cent.

Since the PCFC and UFC were established, institutions have increased their income from other sources. This, with changes in funding arrangements, means that Council funding now represents less than 40 per cent of total recurrent funding. They have also improved the effectiveness of internal management and efficiency with which funds and assets are used. Institutions have markedly strengthened their research effort.

Both Councils carried out separate surveys on the condition of buildings in their sectors. The surveys showed a serious backlog of long term maintenance. In June 1992 they published a joint report on Capital Funding and Estate Management which has influenced policy in Government and in the institutions.

They have introduced arrangements for obtaining information to help inform advice to the Secretary of State for Education on the financial requirements of institutions. A greater transparency in the dealings between both Councils and institutions has been welcomed on all sides.

They also established clear aims and effective policies for discharging their remit in their respective sectors. Several of these are being carried forward as important components of the new arrangements adopted by the HEFCE.

## Achievements of the PCFC

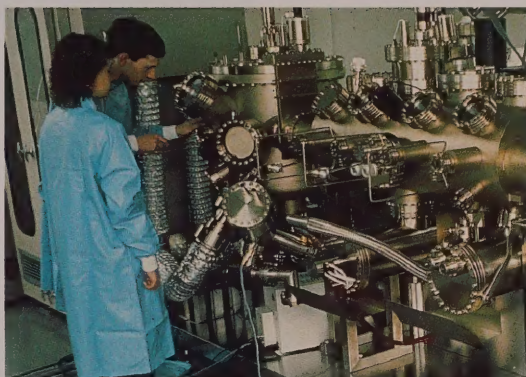
Since 1989, the institutions in the PCFC sector, with the PCFC's encouragement, responded vigorously to their new opportunities as autonomous bodies. They have been particularly successful in leading the expansion of student numbers, managing their own affairs and gaining full academic maturity with the developmental help of the Council for National Academic Awards (CNAA). These achievements presaged the Government's decision to abolish the 'binary line' separating the universities from the polytechnics and colleges, and allowed the polytechnics to adopt a university title.



Matthew Cutler, an engineering student at Sheffield Hallam University gathering information for measuring quality standards at Neil Tools a local company.



The Molecular Beam Epitaxy Machine at Imperial College, University of London is used to grow gallium arsenide crystals, one atomic layer at a time, for use in the electronics industry.



These achievements were recognised by the House of Commons Public Accounts Committee in its report on the PCFC in July 1992. 'We are encouraged by the positive approach adopted by the Council and individual institutions in responding to the challenges of their new responsibilities. They have responded to the pressures to improve quality, to meet demands for growth and tackle possible financial difficulties at an early stage' (Committee of Public Accounts, 4th Report 1992-93 PCFC (HC68)).

The PCFC introduced competitive bidding for funding for teaching, based on price, student demand and quality, while also maintaining stability. It provided £150 million for backlog maintenance and doubled the funding for equipment.

PCFC innovations included: supporting a pilot scheme for accelerated and intensive courses of study; encouraging a substantial increase in part-time students and conducting a review of steps to recruit students from groups which are under-represented in higher education.

### **Achievements of the UFC**

During the four years from 1988-89, the UFC has encouraged universities to strengthen the quality of their research by increasing selectivity in funding and conducting two research assessment exercises. The 1992 exercise, for the first time, gave all higher education institutions in the UK the opportunity of participating.

The UFC also introduced a funding method for teaching which provided stability and determined growth in student numbers by competition based on performance; removed constraints on the number of undergraduate students in every subject except medicine and dentistry, where the intake targets are determined by Government; set up programmes to foster flexibility in courses and the integration of new technologies in teaching and learning; and took over responsibility for funding information systems from the Computer Board for Universities and Research Councils.

The Council also funded a New Academic Appointments Scheme to enable universities to appoint younger members of staff; supported the expansion of continuing education; and developed the Management and Administrative Computing (MAC) Initiative to provide information systems to assist institutions with their management and planning decisions.

# Milestones to the HEFCE

hefce pcfc ufc

1993

## Capital Funding Announced

The Council announces capital provision to be made for 1993-94 including support for backlog maintenance.

## Performance Indicators

Joint Working Group on Performance Indicators set up by HEFCE, HEFCW and SHEFC.

## Recurrent Grants

Recurrent grants for 1993-94 to all institutions funded by the Council are announced.

## Joint Medical Advisory Committee

Joint Medical Advisory Committee set up by HEFCE, HEFCW and SHEFC

## Research Funding Method

HEFCE method of funding research announced after consultation.

JANUARY

FEBRUARY

**HEFCE Established**  
The new Council is formally established on 2 June.

## Councils Merged

PCFC and UFC staff merge and operate as a single executive.

## Capital Funding and Estate Management

The Report by a working group chaired by Sir Idris Pearce on capital and estate management is published.

## Further & Higher Education Act 1992

PCFC and UFC to be dissolved. HEFCE will assume responsibility for funding HE in England from 1 April 1993.

## The Funding of Teaching

Joint consultation with the sector on the method to be adopted by the HEFCE for funding teaching.

## New Names Announced

The first 28 new university names are announced.

1992

## AIRS

PCFC announces support for pilot schemes at 11 institutions providing more intensive routes to completing honours degrees.

## Teaching Initiatives

UFC introduces measures to assist universities in improving teaching through technology and greater flexibility.

## Widening Participation

PCFC reports on institutions' strategies to widen participation in HE.

## First HEFCE Meeting

HEFCE holds first Council meeting. Professor Sir Brian Follett to head review of the provision of libraries.

JANUARY

MARCH

APRIL

JUNE

## Higher Education: a New Framework

White Paper on future structure of HE in UK, proposes abolition of binary line and unitary funding.

## Research Assessment Exercise

UFC publishes timetable and invites all HE institutions to take part.

## Action Plan

PCFC and UFC publish timetable for consulting institutions and agreeing proposals in preparation for the HEFCE.

1991

MAY

JULY

NOVEMBER



**HEFCE Funding Starts**  
The Council assumes responsibility for funding higher education in England on 1 April.

**Research Accountability**

Institutions consulted on accountability for research funds.

**HEFCE First Annual Conference**

HEFCE holds first annual conference in Birmingham for heads of institutions.

**Key**



HEFCE



PCFC



UFC



Joint PCFC/UFC



Government



Joint Action with other Bodies

**PCFC and UFC dissolved**

The two councils are dissolved on 31 March.

**Joint Information Systems Committee**

Joint Information Systems Committee, set up by HEFCE, HEFCW and SHEFC.

MARCH

APRIL

**Research Assessment Exercise**

The results of the UFC's exercise, which will inform the funding of research, are announced.

**Letter of Guidance**

The Secretary of State for Education sends a letter to Chairman of HEFCE describing broad guidelines for the Council.

**Funding of Teaching Method**

HEFCE announces main features of method for the funding of teaching for 1993-94 and beyond.

**Students Survey**

The HEFCE conducts its first statistical survey to find out details of student numbers in the new sector to inform funding for 1993-94.

**Financial Memorandum**

HEFCE issues draft financial memorandum with institutions.

**Non-formula Funding**

Council consults the sector on funding outside formula-based allocations.

**Public Accounts Committee**

Public Accounts Committee praises the PCFC and institutions for their positive approach.

**Academic Year Consultation**

Committee of Enquiry into the academic year, chaired by Lord Flowers, set up by HEFCE, CVCP, CDP, DENI, SCOP and HEFCW.

**Quality Assessment**

HEFCE consults the sector on the assessment of the quality of education and carries out test assessments.

**SuperJANET**

UFC announces plans for an advanced communications network for HE in Great Britain.

**Quality Assessment**

Method for assessing the quality of education agreed.

JULY

AUGUST

OCTOBER

NOVEMBER

DECEMBER



# Chief Executive's Statement



Students at Staffordshire University working in the new School of Computing. The School, which has more than 400 networked machines, was funded with a grant of over £6 million from the PCFC. Sir Ron Dearing, Chairman of the HEFCE, opened the School in March 1993.

Now, for the first time, there is an integrated sector of higher education in England.

The HEFCE has developed and introduced policies for universities, colleges of higher education and higher education courses at colleges of further education, which were previously funded under different arrangements.

The HEFCE, with the support of its various partners, has within 12 months successfully made the transition to a system of funding which can be applied across the sector, yet is designed to develop further the robustness and diversity that have characterised the previous five years.

The HEFCE is deeply indebted to its two predecessor Councils. Following the publication of the 1991 White Paper 'Higher Education: A New Framework', the PCFC and UFC played a key role in preparing for the advent of the HEFCE. The two councils set up arrangements for jointly consulting institutions and other bodies on all major aspects of policy.

The institutions have responded to these consultation arrangements, which are being continued by the HEFCE. There have been consultation exercises on funding methods for teaching and research, the funding of capital projects and non-formula items, the assessment of quality in teaching and research, the audit code of practice and other issues.

Institutions will continue to play a crucial role in helping to mould policy both through consultation

and their participation as members of HEFCE committees and working groups.

We see the colleges and universities as our partners, with whom it is essential to develop constructive relationships, while encouraging them to exercise their autonomy to the maximum degree consistent with accountability for the use of Council funds. The Further and Higher Education Act 1992 recognises that institutions obtain funds from other sources. These give them increased scope to pursue their own policies and initiatives alongside activities receiving Council support.

In February 1993, we announced the levels of recurrent grant that we will distribute in 1993-94 - the first year the HEFCE is responsible for funding institutions. Behind this announcement lies a mass of complex work by many people which is outlined in the rest of this report. Here I will mention three of the major achievements of 1992-93.

First, we established the methods and criteria of funding for teaching and research which were designed to stand the test of time in achieving the Council's aims.

Second, the UFC completed the 1992 Research Assessment Exercise. The Funding Councils for England, Scotland and Wales and the Department of Education for Northern Ireland (DENI) have already made use of the findings in reaching decisions on research funding. The Research Assessment Exercise was a major undertaking



designed to measure the quality of research in all higher education institutions in the UK.

The results have been widely accepted as representing a fair and balanced assessment of the relative research strengths of different departments. This is a tribute to the integrity, hard work and professionalism of the panel chairmen, panel members and assessors involved in the exercise.

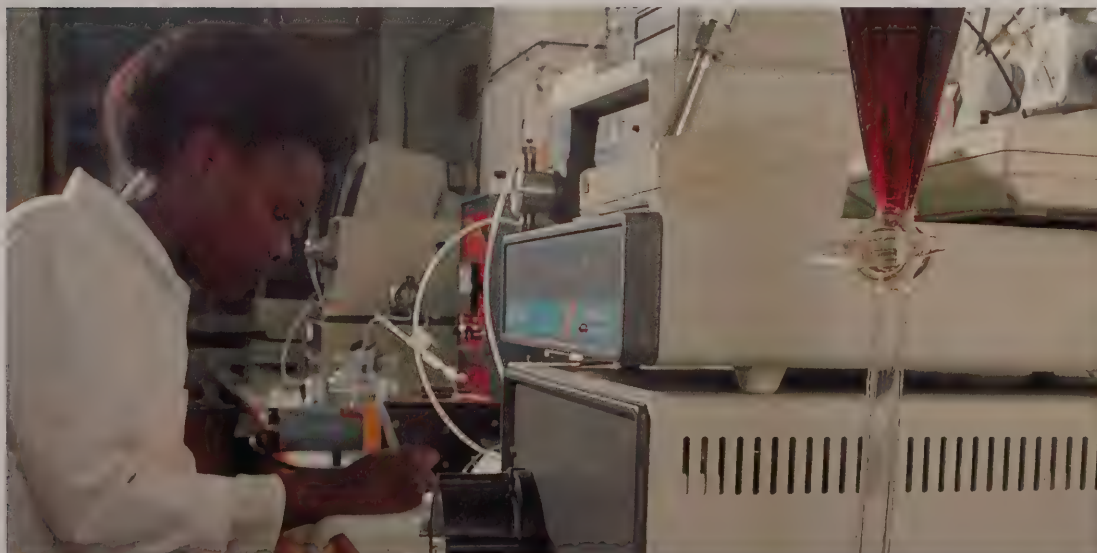
Third, we have made significant progress in making arrangements for assessing the quality of education. The HEFCE has a statutory duty to secure provision for assessing the quality of education which it supports. A Quality Assessment Committee has been established to advise the Council on the discharge of its responsibilities, and a Quality Assessment Division (QAD) set up to carry out assessments.

This has been a special year not only for what has been achieved, but also because institutions,

which vary greatly in character, are having to cope with rapid and major changes in the transition to an integrated sector. Both the institutions and the Council have also had to adjust to the Government's policy of consolidating student numbers over the next three years after a period of expansion. In these difficult circumstances, the Council has taken care to provide stability and to ensure that no institution has to face an unmanageable change in the level of its funding.

None of the HEFCE's achievements in the last year would have been possible without the dedication and professionalism of the Council's staff. They have come from both the PCFC and UFC, and from many other backgrounds. I am confident that they will show the same commitment to the work of the HEFCE in the coming year, when the challenge will be to consolidate the gains of the last few years, while at the same time promoting quality and opportunity even further.

Scientists at the School of Pharmacy, University of London, are investigating the active ingredients of plants used in traditional medicines in a search for new drugs to combat major life-threatening diseases such as malaria.





# Council Members

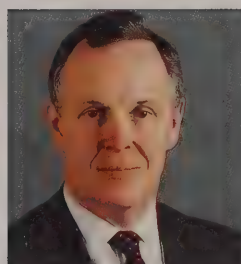


## Chairman

Sir Ron Dearing  
(until 19 April 1993), former  
Chairman, Universities Funding  
Council and Polytechnics  
and Colleges Funding Council



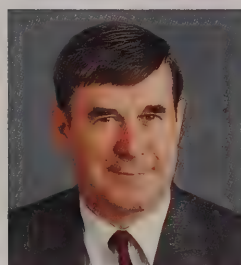
Professor Sir Brian Follett,  
Vice-Chancellor, University of  
Warwick; Deputy President  
and Biological Secretary,  
The Royal Society



Mr Brandon Gough,  
Chairman of Coopers & Lybrand,  
became Chairman of the HEFCE  
on 19 April 1993.



Mr Robert Gunn,  
Chairman,  
Further Education  
Funding Council



## Chief Executive

Professor Graeme Davies,  
former Chief Executive,  
Universities Funding Council and  
Polytechnics and Colleges  
Funding Council



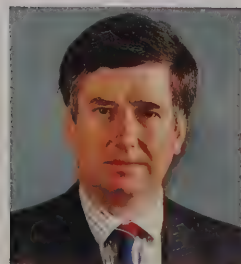
Professor Kay-Tee Khaw,  
Professor of Clinical Gerontology,  
University of Cambridge



Professor Colin Campbell,  
Vice-Chancellor,  
University of Nottingham



Sir Idris Pearce,  
Chairman, Higher Education  
Funding Council for Wales



Mr Michael Fallon,  
former Parliamentary Under  
Secretary of State for Education



Sir David Phillips,  
Chairman, Advisory Board for the  
Research Councils





Sir Robert Scholey,  
former Chairman,  
British Steel plc



**Secretary to  
the Council**

Mr Finlay Scott



Professor Jack Shaw,  
Deputy Governor,  
Bank of Scotland;  
Chairman, Scottish Higher  
Education Funding Council



**Assessor**

Mr Roger Dawe,  
Department for Education



Dr Rab Telfer,  
Chairman, Board of Governors,  
University of Teesside;  
former Chairman,  
BSI Standards



**Observers**

Professor John Andrews,  
Chief Executive,  
Higher Education Funding  
Council for Wales



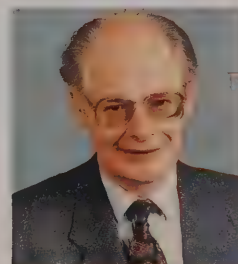
Miss Janet Trotter,  
Director, Cheltenham &  
Gloucester College  
of Higher Education



Mr Peter Holmes,  
Under Secretary,  
Department of Education for  
Northern Ireland

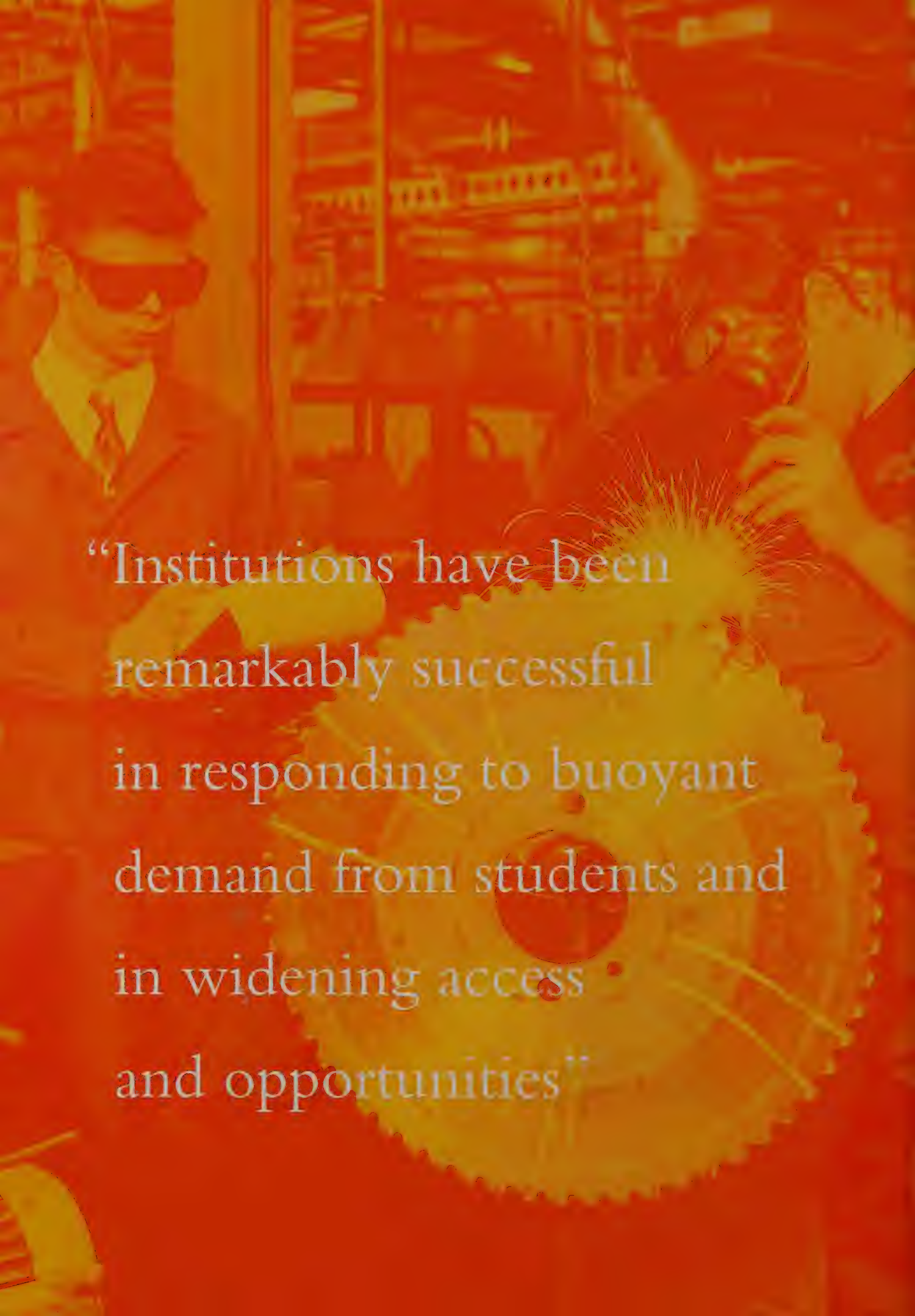


Professor David Watson,  
Director, University of Brighton



Professor John Sizer,  
Chief Executive,  
Scottish Higher Education  
Funding Council





“Institutions have been remarkably successful in responding to buoyant demand from students and in widening access and opportunities”



# The Higher Education Sector

## The Institutions

The Council funds education, research and associated activities at a total of 127 institutions of higher education - 71 universities, the eight directly-funded schools of the University of London and 48 colleges of higher education. The HEFCE also funds higher education courses in 77 further education colleges.

The institutions vary enormously in size, from the College of Guidance Studies with fewer than 100 students to the Open University, which has around 100,000 students, and is by far the largest institution funded by the Council.

## Universities

The universities are broadly based multi-faculty institutions providing courses at certificate, diploma, undergraduate and postgraduate level as well as undertaking research. The larger universities have over 10,000 students and the smaller ones less than 5,000.

33 of the universities are former polytechnics which have been granted university status, and one is a former college of higher education. These institutions were formerly funded through the PCFC, while 43 established universities in England were funded through the UFC. Two institutions - the Open University and Cranfield Institute of Technology - were formerly funded directly by the Department for Education (DFE).

This professional trumpeter, a former epileptic, is looking at the inside of his brain with the help of a new scanning technique developed at the Institute of Neurology at the British Postgraduate Medical Federation, University of London. The technique, developed by Dr Simon Shorvon, enables surgeons to target precise areas of the brain for treatment.



Courtesy of the National Society for Epilepsy/IBPMF Institute of Neurology



## Colleges

The 48 colleges consist of general and specialist colleges. While some of the colleges have their own degree awarding powers, the majority award degrees validated by universities.

Most general colleges are smaller than universities and provide a narrower range of courses. The larger ones have more than 3,000 full-time students, as well as part-time students in a number of academic subject categories - mainly in business and management studies, humanities and education.

The specialist colleges generally have more than 50 per cent of their full-time and sandwich

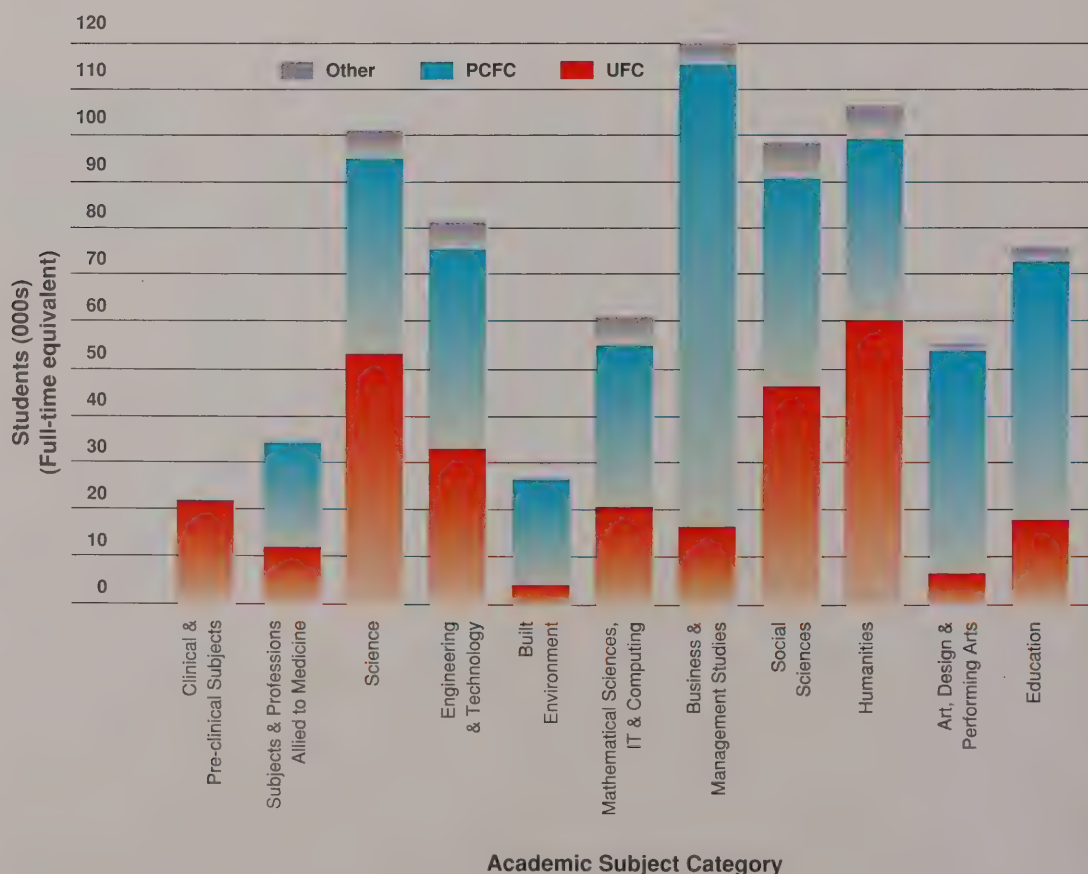
students in one academic area. This group contains many smaller colleges specialising in art and design, education or music.

## Institutions and the HEFCE

Formal relationships between the HEFCE and the institutions it funds are governed by a Financial Memorandum. In addition, there are many informal contacts between institutions and members and staff of the HEFCE, not least as part of consultation arrangements mentioned elsewhere in this report.

The Council monitors the financial position of institutions on a regular basis. Naturally, institutions retain their autonomy in financial as

UK and EC  
Students in  
England by  
Institution Type  
and Academic  
Subject Category  
in 1992-93



Microbiologists from the University of Portsmouth work with scientists from the Mary Rose Trust to help preserve the timbers of Henry the VIII's flagship.



in other matters, but if there are difficulties, the Council can guide institutions on the need to take action. The Council cannot, however, underwrite the financial situation at any institution.

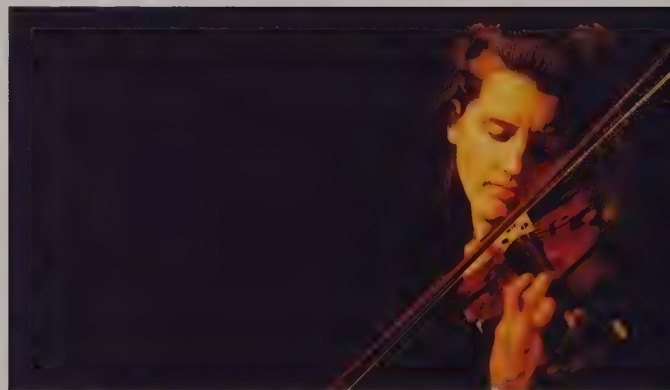
Good management requires the preparation and implementation of strategic plans embracing academic, financial and estate matters.

These are valuable in giving the Council an understanding of each institution and in contributing to the continuing partnership between institutions and the Council. Taken together, the plans provide an overall perspective on the whole sector, which assists the Council in developing policy.





Simon Outon prop making at the Central School of Speech and Drama. As well as offering courses for actors, the school has courses for stage managers, specialist theatre skills, speech therapists and teachers.



Julie-Anne Derome, a French-Canadian student studying at the Royal Northern College of Music, performing in a Gala fund-raising concert.



The rug designed by Ian Phinn, a student at the Royal College of Art, was part of a collaborative project between a British retailer and rug-weavers in Turkey.



Britain's first MA course in Dance and Movement Therapy is offered at the Laban Centre, London and validated by City University.

# Expanding Opportunity and Student Numbers

The 1987 White Paper 'Higher Education: Meeting the Challenge' foreshadowed a period of substantial expansion in higher education, based upon wider access and increased participation.

The PCFC sector led in meeting the buoyant demand for additional places. Between 1988-89 and 1992-93 student numbers at the former polytechnics and colleges grew by 54 per cent. The numbers at universities in England, then funded through the UFC, increased by 33 per cent.

Full-time equivalent student numbers in both sectors in England in 1992-93 totalled 753,000, representing a 46 per cent growth over the four-year period.

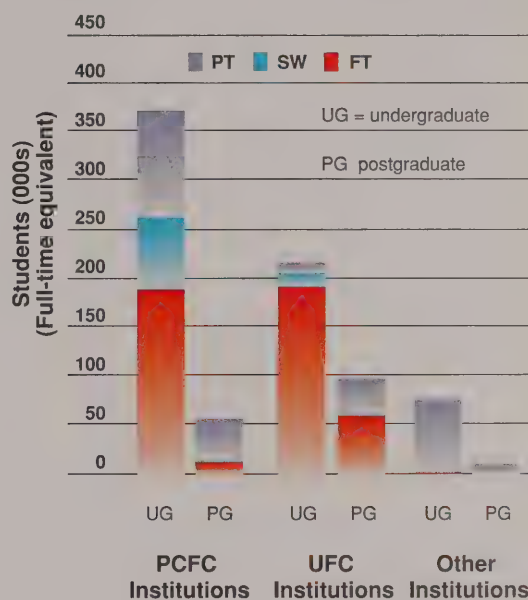
Georgette Scott, a postgraduate student, operating a three dimensional co-ordinate measuring machine in the School of Manufacturing and Mechanical Engineering at the University of Birmingham.



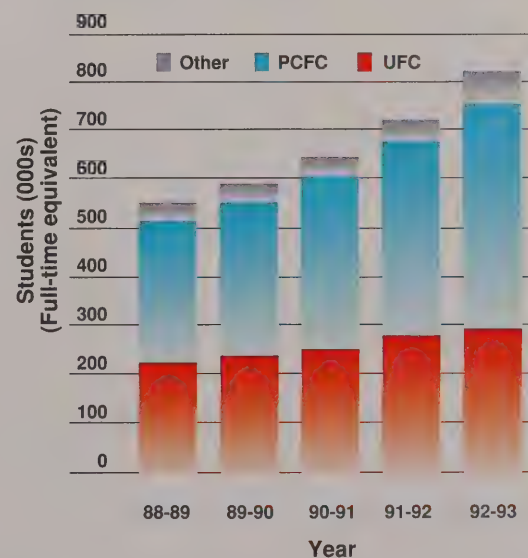
During this period institutions in both the PCFC and UFC sectors improved participation rates by students. In parallel with the increased participation rate of 18-19 year olds, there has also been a rise in the proportion of mature students. In 1991-92 over both sectors, 55 per cent of all students and 45 per cent of new entrants were aged 21 or over.

It remains part of the HEFCE's mission to continue to widen access to higher education, and it has established an advisory group to make proposals for increased participation, particularly by groups under-represented at present.

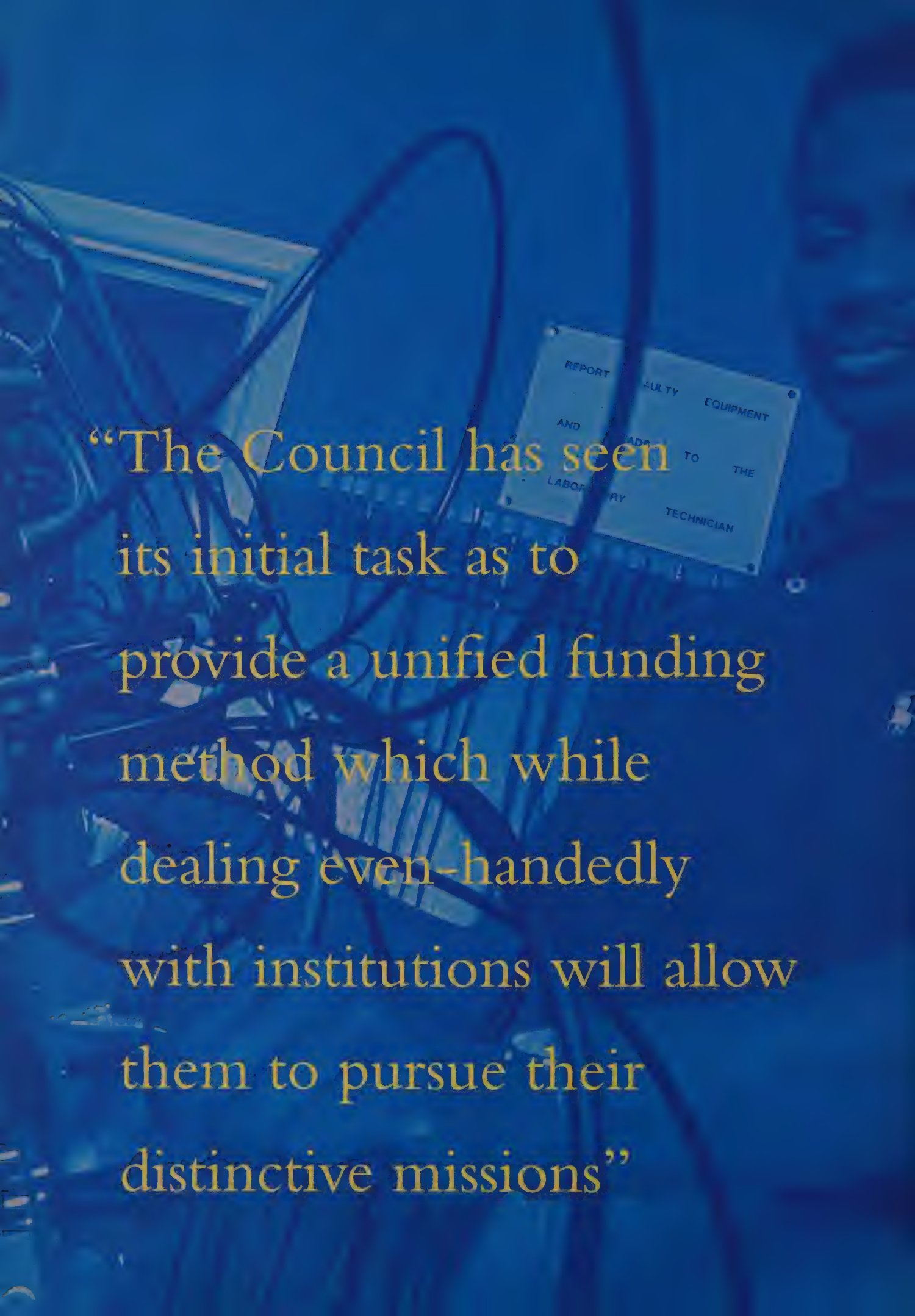
**UK and EC Students in Institutions in England by Mode and Level of Study in 1992-93**



**Growth in UK and EC Students in Institutions in England**







“The Council has seen its initial task as to provide a unified funding method which while dealing even-handedly with institutions will allow them to pursue their distinctive missions”

# Funding for 1993-94

The HEFCE is the largest single source of funding for higher education institutions in England. In 1993-94, it will distribute £2,542 million of recurrent funds and £322 million in capital provision. Institutions will also receive an estimated £1,359 million in tuition fees, largely paid from public funds by local education authorities. The Council is confident that institutions will continue to enhance their income from an increasing range of other sources, including fees for part-time and other courses, where the fees are not met from public funds.

The Council has smoothed the transition to an integrated sector by ensuring that no institution receives an unmanageable year-on-year change in the level of its funding from 1992-93 to 1993-94. In applying the funding methods for teaching and research, the Council examined the outcomes closely in terms of the rates of change in funds for individual institutions. The increases to some institutions were limited, and a 'safety net' was provided to reduce the level of decreases in funding to others.

The safety net applies to those institutions which would have shown a cash reduction of more than one per cent from that provided in the academic year 1992-93. As a result, a total of 21 institutions have received funding totalling £3.8 million as a safety net supplement. Additional funding provided through the safety net will be phased out progressively after 1993-94.

The Secretary of State's allocations to the Council are based on the fiscal year which runs from 1 April to 31 March, but recurrent allocations and formula driven capital allocations for equipment and minor building works are made to institutions by academic year from 1 August to 31 July. Funds for major capital projects and backlog maintenance are distributed by financial year.



Rosaleen Howard-Malverde

Researchers from King's College London and the University of Liverpool are studying the Quechua language in Bolivia. Their work has resulted in an undergraduate study pack exploring social and cultural aspects of Quechua life.



# Funding for Teaching

## Council Policy

The Council has developed a funding method for teaching, based on the principles of the provision of academic and financial stability from year to year; the promotion of efficiency; cost-effective expansion; the maintenance and enhancement of quality; and recognition of institutional diversity and mission.

## Method

After consultation with the institutions initiated by the PCFC and the UFC, the Council announced in August 1992 the criteria and methods to be used in funding teaching.

The Council has adopted a competitive 'core-plus-margin' method.

Core funding guarantees institutions a very high but variable percentage of their previous year's funding as long as they maintain their student numbers. Any reduction in core funding is set in the light of the overall efficiency gain sought from higher education by the Secretary of State.

Margin funding is to fund growth in student numbers. The major part of the funds available for growth is distributed through competition based on institutions' recent performance.

Both core and margin funding are distributed among 11 Academic Subject Categories (ASCs), as follows:

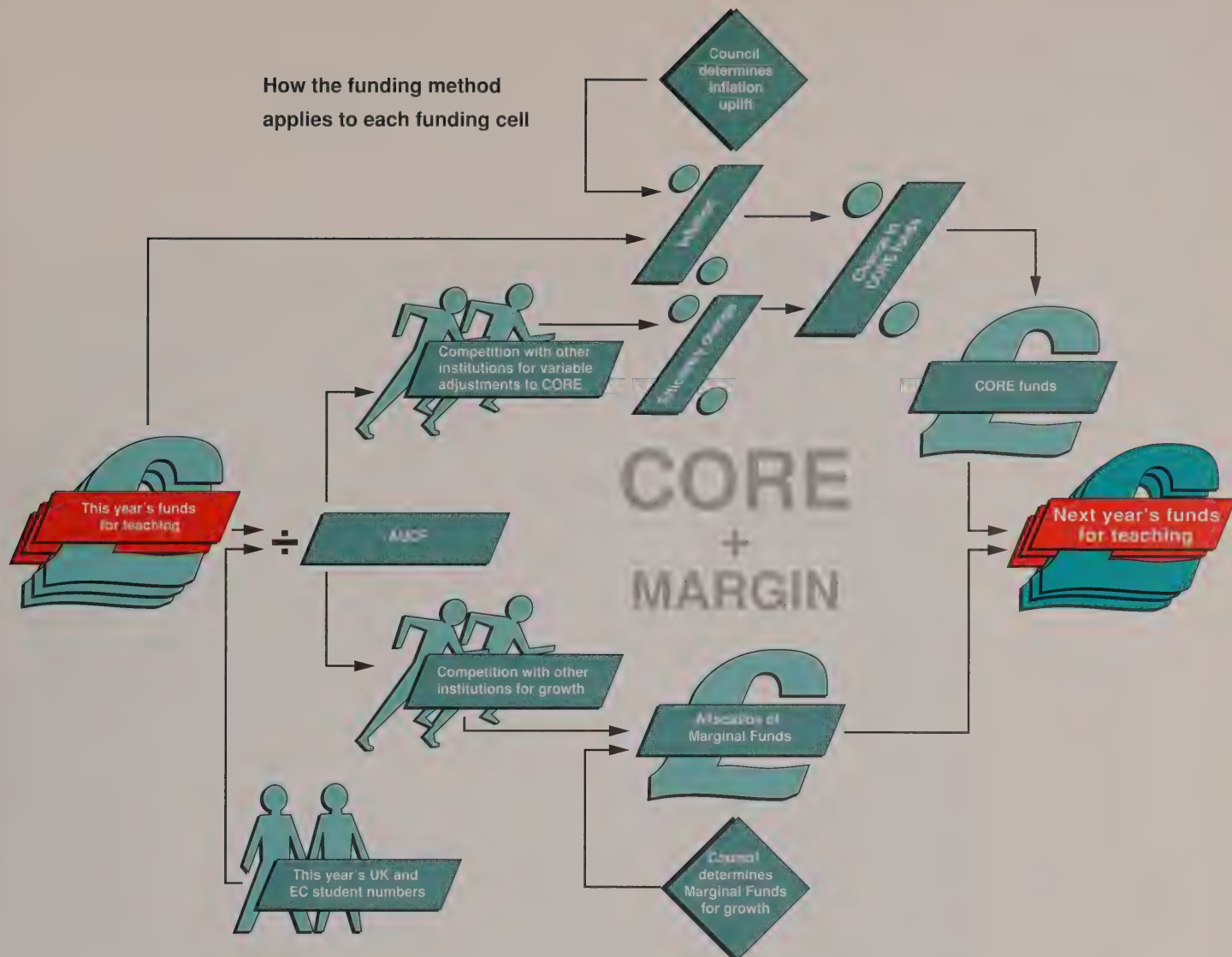
- Clinical and Pre-Clinical Subjects
- Subjects and Professions Allied to Medicine
- Science
- Engineering and Technology
- Built Environment
- Mathematical Sciences, Information Technology and Computing
- Business and Management
- Social Sciences
- Humanities
- Art, Design and Performing Arts
- Education

Total funding for teaching in each institution is calculated by adding together core and margin funding in each of the 11 ASCs in three modes (full-time, sandwich and part-time) and at three levels (undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR)).

An ASC in a particular mode and at a particular level is a funding cell, and there is a possible total of 99 funding cells. For 1993-94, the Council has decided that for funding purposes it will combine full-time and sandwich and UG and PGT, giving a total of 44 funding cells.

The competitive element in both core and margin funding is provided by each institution's Average Unit of Council Funding (AUCF). This is calculated by dividing the Council grant for teaching in each funding cell by total UK and EC student registrations for the immediate past year.

How the funding method  
applies to each funding cell



For core funding, those institutions with the lowest AUCF in each funding cell receive the lowest percentage reduction on the previous year's funding. For margin funding, those institutions with the lowest AUCF in each funding cell will receive the highest percentage rate of growth.

In addition to core and margin funding, the Council sets aside a sum each year to support particular proposals and initiatives (see page 33, Proposals and Initiatives in 1993-94). These are for new developments which cannot be readily supported through the general funding approach.

## Quality and Funding

The Council will recognise excellence in education in its funding decisions (see page 31, Assessing Quality of Education). However, the Council is conscious that for 1994-95, which is the first year quality assessments will be taken into account for funding purposes, there will be a need to be particularly cautious about the link between funding and an 'excellent' grade.

An institution where education is deemed to be unsatisfactory in one or more subjects will be ineligible, in the first year after the assessment, for any margin funding in those subjects. It will also be informed that if quality does not improve, core funding and places will be successively, or immediately, withdrawn.



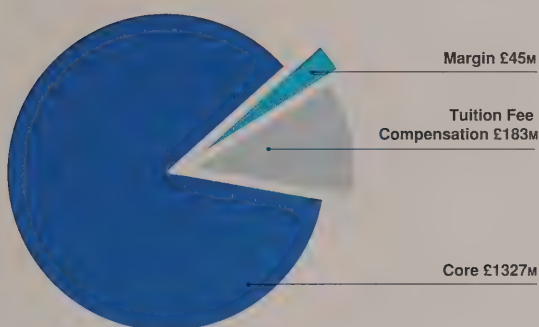
This RB211 turbo-fan engine is used for engine system analysis by undergraduates in the Department of Aeronautical Engineering at Loughborough University of Technology.



## Funding for Teaching 1993-94

### Funding for Teaching for 1993-94

Of the total of £1,555 million provided for teaching, by far the largest amount - £1,327 million - has been allocated to core funding, thereby guaranteeing institutions a high percentage of their previous year's teaching income.



In making allocations the Council has taken into account the Government's wish to consolidate growth in student numbers over the three years from 1993-94 to 1995-96.

The Government has made it clear that no further increase in funds for 1994-95 or 1995-96 could be expected beyond those announced in the 1992 Autumn Statement if institutions recruited students over and above the level assumed by the Government. In addition, the DFE announced substantially lower tuition fees for classroom based courses for 1993-94 and a cash freeze on other publicly funded first degree and sub-degree course tuition fees.

To assist in this consolidation process, the Council allocated £181 million to compensate institutions in full for the loss of tuition fee

income. The total core funding has been increased by two per cent to take account of the Government's assumption about inflation for next year.

The Council has allocated £45 million in margin funding for additional places. Particular attention has been paid to part-time enrolments as well as encouraging growth in science, engineering and technology. Institutions with AUCFs in the upper quartile were excluded from competition for marginal places.

A further £3.5 million has been set aside to assist former PCFC-sector institutions which have expanded rapidly and face short-term financial problems because of the need to consolidate.



Students at the University of Westminster are offered training in practical aspects of journalism and broadcasting in the School of Communication.



## Funded Places

The actual number of student places funded for 1993-94 through the core and margin is:

Mode	Level	Core Students	Margin Students
Full-time/ Sandwich	UG/PGT	650,971	15,271
Full-time/ Sandwich	PGR	20,146	649
Part-time	UG/PGT	305,337	17,822
Part-time	PGR	16,735	928



Dr Alan Day and staff of the Centre for Advanced Studies in Architecture at the University of Bath are constructing an inter-active 3-dimensional computer model of the City of Bath. The system is being used by the local planning department, for obtaining detailed information about different aspects of the City.

## Initial Teacher Training

This year £6.0 million has been allocated towards the costs of bringing secondary initial teacher training into line with the Secretary of State's requirements for an increased element of school-based training.

The Urban Learning Foundation provides inner-city school experience for education students in the East End of London. The Foundation is a joint-venture for five higher education colleges - Cheltenham & Gloucester College of Higher Education, Canterbury Christ Church College, King Alfred's College, Winchester, S. Martin's College and the College of St Mark & St John.





“Universities and colleges  
are collectively the main  
national providers of  
research. The quality of  
their work has given  
the UK a leading position  
in the world research  
community”



# Funding for Research

## Council Policy

Universities and colleges are collectively the main national providers of research. The quality of their work has given the UK a leading position in the world research community.

The Council has allocated £618 million to fund research in 1993-94, which is broadly comparable with the proportion of total funds distributed for research by the UFC and PCFC in previous years. These funds have been applied selectively, in line with the quality rating system devised by the UFC and the results of the 1992 Research Assessment Exercise.

HEFCE funding is to support basic research and underpin the 'dual support' system, by which institutions receive public funds from the Council and through project grants from the Research Councils. HEFCE funds provide for the costs of research infrastructure required to ensure the longer-term stability essential to the maintenance of research, particularly in the established research institutions. In some subjects, especially the humanities, the Council provides the bulk of the resources for research.

The basic research supported by the Council is vital to strategic and applied work, much of which is then funded through specific grants and contracts. Institutions may use Council funding to undertake speculative and innovative research at their own discretion and take work to a point where it is sufficiently defined to attract other funding. Institutions can also apply funding to developing areas of research - including work in

interdisciplinary fields - on the basis of their own well-informed judgements of priorities and with minimum delay.

The Council is consulting institutions on the arrangements it will require to secure greater accountability for research funds.

## Method

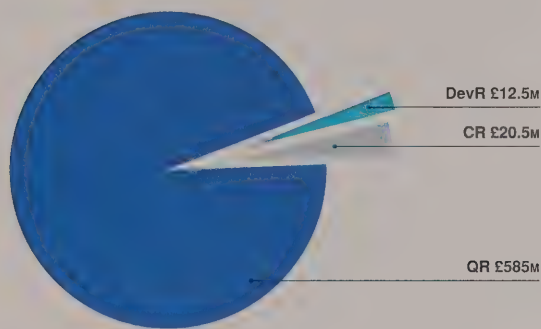
The Council has developed a funding method for research which aims to be selective and dynamic. It also needs to be transparent and accessible, and, at the same time, to provide stability.



Lancaster University's volcanology research group is investigating the behaviour of volcanoes in order to predict their future activity and potential danger in areas such as the Kenyan Rift Valley and St Vincent, West Indies.

Funding for  
Research 1993-94

Funding has three elements: QR, CR and DevR.



QR is allocated by reference to the quality and amount of research to be supported in each of the 72 subject-based units of assessment used by the UFC in the 1992 Research Assessment Exercise (see page 32, Research Assessment Exercise).

The Research Assessment Exercise assessed the quality of research on a five point scale. The scale runs from 1 to 5, with only departments assessed between 2 and 5 being eligible for QR funding.

To arrive at the funding allocation for each unit of assessment, the Council multiplies the appropriate quality measure by the total of four weighted volume measures, reflecting the number of research active academic staff (1.0), research assistants (0.1), postgraduate research students (0.15) and research income from charities (0.05).

The volume measures given in brackets are the multipliers applied to the numbers submitted by institutions for the Research Assessment Exercise. Research income from charities is converted into staff equivalents by dividing total income by £25,000.

CR represents a small element in the funding method distributed to reward success in securing contract research income and to encourage institutions to undertake contract work which contributes to recovery of overhead costs.

DevR is designed to foster research potential in specific areas within institutions receiving only limited research funding from the Council. Only institutions in the former PCFC sector were eligible for DevR funding in 1993-94.

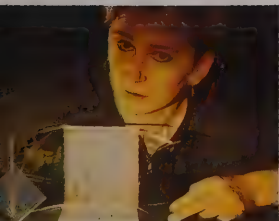
Funding for research for 1993-94

The total allocated for research breaks down as follows:

In total, the former UFC sector institutions will receive £566 million in funding for research.

The former PCFC sector institutions will receive £43 million.

Institutions previously funded by the DFE and local authorities will receive £8.5 million, of which the Open University will be awarded £4.7 million.



Laura Johnston a researcher at the University of Sunderland is developing architectural applications for dichroic glass, a material first used in the space industry.





A research student from the University of Liverpool dives beneath an experimental kelp 'farm' off Port Erin Marine Laboratory on the Isle of Man. The 'farm' allows experiments to be carried out on the growth and reproduction of seaweed such as *Alaria* and *Laminaria Saccharina*.



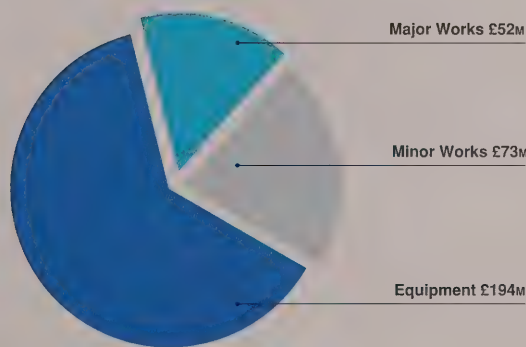
Neil Davies testing the optical performance of a microlens transmission screen manufactured in the Department of Electronic and Electrical Engineering at De Montfort University. The research is investigating the development of three-dimensional television with potential industrial and commercial uses.

# Other Funding

## Capital Funding

In the financial year 1993-94 the Council will distribute £319 million in capital provision. Funding will be allocated for equipment, unspecified minor works, backlog maintenance, and expenditure already committed on major building projects and identified minor projects.

Capital Funding  
1993-94



Within this sum, the Council has allocated £52 million for commitments inherited from the PCFC and UFC for major building projects. Under the minor works budget the Council's allocations include £35 million for backlog maintenance and the completion of a three-year programme inherited from the former PCFC sector; £21 million for formula-driven minor works; and £11 million set aside as the first stage of a long-term maintenance programme in the former UFC sector in England. £194 million has been allocated for equipment.

The Council has been unable to allocate funds to support new major building projects in 1993-94, but it plans to set aside £10 million for this purpose in 1994-95.



A grant of £700,000 from the UFC has enabled the Institute of Education, University of London, to convert administrative space to library use.

Following consultation, the Council is developing a new policy for the capital building budget and is also consulting on a method for allocating equipment funding.


## Non-formula Funding

Non-formula funding is designed to support the aspects of teaching and research in higher education where there is no obvious alternative means of funding.

The Council reviewed all the elements of non-formula funding inherited from the PCFC and UFC, and consulted widely before making 1993-94 allocations. It found there was overwhelming support for continuing non-formula funding, but also for keeping it to a minimum.

Non-formula funding, which totals £343 million for 1993-94, covers a wide range of purposes in higher education, including copyright libraries, museums, galleries and collections.





“We see the universities  
and colleges as our  
partners, with whom it is  
essential to develop  
constructive relationships”

# Assessment of Quality of Education and Research

One of the Council's major responsibilities is to encourage institutions to maintain and to improve the quality of the education and research that they provide. The HEFCE has a statutory duty to secure provision for assessing the quality of education in institutions whose activities it funds.

## Assessing Quality of Education

In assessing the quality of education, the HEFCE aims to ensure that all education which it funds is of satisfactory quality or better, and that unsatisfactory quality is rectified as quickly as possible. Improvements in the quality of education will be encouraged through the publication of assessment results and an annual report. The Council also intends to maintain and enhance quality by taking account of the Council's assessments of teaching quality in the allocation of funding for teaching.

The Council has established a Quality Assessment Committee to advise on the discharge of its statutory responsibility and a Quality Assessment Division (QAD) within the HEFCE Executive to carry out assessments. The Council also wishes to co-operate closely with the Higher Education Quality Council (HEQC), which is responsible for quality audit.

The assessors appointed to work with the permanent staff of the QAD are mainly from higher education institutions, and where relevant, from industry, commerce and the professions.

## Method

'Assessment of the Quality of Education', published by the Council in February 1993, sets out the purposes of quality assessment, the quality assessment method and the associated procedures and timetable.

The method adopted by the Council takes into account: the evaluation of pilot assessments initiated by the UFC and PCFC in the spring of 1992; test assessments conducted by the HEFCE in autumn 1992; and the results of consultations with institutions, the Committee of Vice-Chancellors and Principals (CVCP) and the Standing Conference of Principals (SCOP).

The assessment method has three main elements:

- an institutional self-assessment in the subject supported by relevant statistical indicators
- examination of the self-assessment and statistical indicators by assessors
- independent judgement on the quality of education (which may involve a visit by a team of assessors).

Self-assessment is central to the system. Universities and colleges are invited to provide an up-to-date self-critical analysis of the education in their institutions.

There are three assessment categories: excellent, satisfactory and unsatisfactory.



An assessment team will visit when a case has been made by an institution that it is providing excellent quality education or when there are grounds for concern that quality may be at risk. In addition a small sample of other institutions will be visited.

### **Timetable**

The assessment year will normally run from October to September; but as a transitional arrangement, the first assessment period covers February 1993 to September 1994.

In the calendar year 1993, assessments are being conducted in four areas - chemistry, history, law and mechanical engineering - to inform funding for 1994-95.

By September 1994 assessments will have been completed in architecture, business and management, computer science and social work. These will inform funding for 1995-96. The Council is discussing with the Office for Standards in Education (OFSTED) arrangements for joint assessments of initial teacher training.

### **Research**

#### **Assessment Exercise**

The 1992 Research Assessment Exercise conducted by the UFC was a process of informed peer review of research in 172 higher education institutions in the UK. This was the largest and most comprehensive such study ever undertaken in this country.

The work of 43,000 active researchers was assessed by 63 panels and sub-panels, consisting of 450 members drawn from higher education in the UK and overseas, professional bodies, industry and commerce. They were assisted by 50 assessors drawn from the research councils, charitable trusts and Government departments.

The exercise yielded research quality ratings on a five point scale for 72 subject-based units of assessment. Grade 5 indicates work of international excellence, whereas grade 1 represents work failing to reach a level of national excellence in virtually any area in that unit.

Although not directly comparable in all respects with earlier exercises, the results show that there has been a general improvement in the performance of institutions in the former UFC sector. They also identify the areas of high quality research effort in the PCFC sector and those previously funded by the DFE or local authorities.

The HEFCE, in association with the SHEFC, HEFCW and DENI, is reviewing the exercise to identify the lessons to be learned, and has invited comments from institutions, the research councils and others.

# Quality and Organisation of Teaching and Research

## **Innovations in Teaching and Learning**

The HEFCE's financial support not only provides funds for teaching and research but also for innovative proposals to enhance the quality and organisation of teaching and learning and to improve access. The Teaching and Learning Advisory Group, under the chairmanship of Professor Colin Campbell, will advise the Council on initiatives in this area.

## **Proposals and Initiatives in 1993-94**

The Council is providing £10 million in total for the following core proposals and special initiatives.

Core proposals:

- greater provision of sub-degree and two-year diploma courses, particularly those with a vocational emphasis in science, engineering and technology
- provision of new courses of higher education in geographical areas where little or no similar provision exists.

Special initiatives:

- dissemination of best practice in teaching, learning and assessment



Students Guy Eckley and Aled Davies at Harper Adams Agricultural College undertaking feed trials with lambs.

- access to higher education for students with special needs
- increased participation in higher education by students from ethnic minorities.

## **Teaching and Learning Technology Programme**

The Council has adopted and extended the Teaching and Learning Technology Programme (TLTP), which aims to harness technology to improve the quality and efficiency of teaching and learning.

The HEFCE has initiated a second round of bidding to enable new projects to be started under the programme. A total of £3 million has been allocated for 1993-94 in addition to the sums already committed.

The Council is working with the other higher education funding bodies to develop this programme over the next two years. Considerable emphasis is being placed on ensuring that the benefits of the programme are communicated throughout the higher education system.

## **Other Programmes for Teaching and Learning**

The Council is continuing to support the following programmes in 1993-94:

- the Computers in Teaching Initiative and the Information Technology Training Initiative (ITTI). Both these schemes aim to promote the best use





Micro-organisms take the place of live animals in this drugs test at Cranfield Institute of Technology.

of new technology in teaching and learning throughout the sector.

- Accelerated and Intensive Routes (AIRS) programme. This is a pilot scheme to develop degree courses which enable students to complete their studies in two years.
- Programme to Encourage Flexibility in Course Provision. This pilot programme is intended to assist with the expansion of student numbers through more flexible patterns of learning and changes to the content and structure of courses.
- the Teaching More Students project is designed to offer lecturers and course leaders support in facing the challenge of teaching increased numbers of students.

### Library Review

The Council established a Working Group under the chairmanship of Professor Sir Brian Follett to review library and related provision. The Group, which expects to report by autumn 1993, is considering how to maintain and improve the support provided by libraries for teaching, learning and research.

### Structure of the Academic Year

In partnership with the CVCP, CDP, SCOP, the HEFCW and DENI, the Council has set up a Committee of Enquiry, chaired by Lord Flowers, into the way the academic year is structured and organised. In many respects the committee is building on developments already under way in institutions.

Five sub-groups have been established to look at academic, funding, staffing, administrative and premises issues. Lord Flowers presented an interim report to the HEFCE's first conference in April 1993. Institutions are being consulted on the conclusions and a final report will be published in the autumn of 1993.

### Information Systems for Teaching and Research

The Higher Education Funding Councils for England, Scotland and Wales and DENI have set up the Joint Information Systems Committee (JISC) to encourage the effective, efficient and economical use of information systems and to help with the development of a national infrastructure and national standards. The total budget agreed by the Councils for 1993-94 is approximately £30 million.

The most significant current development is the pioneering of SuperJANET - a national broadband network based on optical fibre. SuperJANET will complement the existing Joint Academic Network (JANET) which has served the academic community since 1983 and now covers over 200 sites.

The new system will enable new ways to be developed of storing, processing and distributing all types of information. Its high speed network will allow the transmission of highly sophisticated images, in addition to text, data and voice. In January 1993 a contract was signed with BT for the first phase of development.

# Quality of Management

## Financial Integrity

The financial relationship between the Council and institutions is set out in a two-part financial memorandum with each institution. The first part explains the terms and conditions common to all institutions funded by the Council, while the second part consists of conditions specific to that institution, a schedule of funds available in the academic year and the provision the institution is required to make in return for the funds.

The Council has developed practices for monitoring the financial health of institutions. It aims to provide an early warning of financial difficulties and to gather information which can be used to advise the Secretary of State for Education on the sector's funding needs.

The monitoring process will include checking and analysing:

- institutions' audited annual accounts
- annually prepared financial forecasts covering the period of five years ahead
- information for the year in progress and the year immediately ahead
- a detailed annual breakdown by cost centre of the information in the audited accounts.

The Council has set up its own Audit Committee, whose role is to advise on management controls, the scope and effectiveness of auditors and financial reporting arrangements.

## Audit Service

The Council is building on the strong foundations provided by the UFC and PCFC audit services which have been merged to create the HEFCE Audit Service.

The Service has three main responsibilities:

- to give the Chief Executive, in his capacity as accounting officer, an assurance on all control arrangements, financial and otherwise, within all higher education institutions and the Council itself
- to promote good management practice and value for money within higher education institutions and the Council itself
- to provide advice and support on all audit matters within higher education.

Over the last year, the Audit Service has visited 65 institutions, and begun a comprehensive review of the Council's own systems.

It has also issued a provisional Audit Code of Practice for consultation. Many of the responses will be incorporated into the final version to be issued later in 1993.





Researchers Professor Barrie Cox and Carole Hough at the Faculty of Arts of the University of Nottingham are developing a computer database to assist in compiling an update of English place names.

There is further consultation in train with institutions in order to establish a programme and method for studying value for money across the whole higher education sector.

### **Strategic Estate Management**

The adequacy of the estate and its management are fundamental to meeting the growing demands from students, the development of research activities and the increasing expectations of the wider community.

The Council places a high priority on helping institutions to develop active and positive estate management strategies and earlier this year issued *Strategic Estate Management*, a guide to creating an estate strategy.

Over the next two years institutions will submit an estate strategy, which will assist the Council to form a comprehensive picture of each one. The estate strategies will also be used when decisions are made on building projects and bids for capital.

The Council warmly welcomed the end of the limitations on borrowing by higher education institutions against the security of assets funded by the Exchequer. It also welcomed the Treasury's agreement that the minor works limit should be raised from £1 million to £3 million.

Both these measures were recommended in the influential report of the Working Group on Capital Funding and Estate Management set up by the UFC and PCFC under the chairmanship of Sir Idris Pearce.

### **Performance Indicators**

The HEFCE in association with SHEFC and HEFCW is responsible for the development and monitoring of performance indicators in higher education. The three councils have established a Joint Working Group to propose a range of institutional performance indicators and offer advice.

The performance indicators will provide institutions with measures of the efficiency and effectiveness of the use of public funds for teaching and research distributed by the councils. The Joint Working Group has set up five sub-groups covering research, financial health, estate management, teaching quality and data availability.

### **Information Systems for Management**

The HEFCE will continue to support the Management and Administrative Computing (MAC) Initiative, established by the UFC. This scheme aims to provide robust administrative and financial systems for the management of universities.

The Initiative, planned over a five-year period from 1989, is now entering its implementation phase.

Sketches of Spain -  
students from  
Winchester School  
of Art on a study visit  
in Barcelona where  
the school has its  
own studios.





# HEFCE Committees

## **Joint Information Systems Committee**

Established jointly with SHEFC, HEFCW and DENI

### **Chairman**

Mr Alan Miller,  
*formerly senior executive,  
Marks & Spencer plc*

### **Members**

Mr Michael Aldrich,  
*Chairman, Board of Governors,  
University of Brighton*

Ms Lynne Brindley,  
*Librarian, British Library of  
Political & Economic Science*

Dr James Carden,  
*Assistant General Manager,  
Management Services  
Division, Bank of Scotland*

Professor Alistair Chalmers,  
*University of Sussex*

Professor Anthony Clementson,  
*Managing Director,  
Innova-Link Ltd*

Professor Jeffery Collins,  
*Lothian Regional Council*

Professor John Darby,  
*Assistant Principal,  
Napier University*

Professor Peter Ford,  
*Pro-Vice-Chancellor,  
University of Nottingham*

Dr David Fussey,  
*Vice-Chancellor,  
University of Greenwich*

Mr Derek Law,  
*King's College London*

Dr John Martin,  
*University of Wales  
College of Cardiff*

Dr Steve Stott,  
*University of Hertfordshire*

Professor Michael Tedd,  
*Vice-Principal, University  
College of Wales*

## **Joint Medical Advisory Committee**

Established jointly with SHEFC and HEFCW

### **Chairman**

Professor Michael Bond,  
*Vice-Principal,  
University of Glasgow*

### **Members**

Professor Ingrid Allen,  
*Queen's University Belfast*

Professor Thomas Bolton,  
*St George's Hospital  
Medical School*

Professor Robert Boyd,  
*Dean of Medical School,  
University of Manchester*

Professor David Carter,  
*University of Edinburgh*

Professor Rosemary Crow,  
*University of Surrey*

Mr Michael Griffith,  
*HEFCW Council Member*

Professor Marian Hicks,  
*Science Director,  
United Biscuits UK Ltd*

Mr Graeme Millar,  
*Director, Graeme Millar Ltd*

Professor Sir Keith Peters,  
*University of Cambridge*

Sir Robert Scholey,  
*HEFCE Council Member*

Professor Frederick Smales,  
*London Hospital  
Medical College*

Professor Nigel Stott,  
*University of Wales  
College of Medicine*

Dr Richard Sykes,  
*Chief Executive,  
Glaxo Holdings Plc*

## **Audit Committee**

### **Chairman**

Dr Rab Telfer,  
*HEFCE Council Member*

### **Members**

Mr Michael Fallon,  
*HEFCE Council Member*

Mrs Deborah Goodwin,  
*Touche Ross*

Dr Peter Knight,  
*Vice-Chancellor,  
University of Central England  
in Birmingham*

Sir Robert Scholey,  
*HEFCE Council Member*

## **Quality Assessment Committee**

### **Chairman**

Professor David Watson,  
*HEFCE Council Member*

### **Members**

Mr Patrick Coldstream,  
*Director, Council for Industry and Higher Education*

Mrs Catherine Cunningham,  
*Registrar, University of Bristol*

Professor Janet Finch,  
*Pro-Vice-Chancellor, University of Lancaster*

Professor Derek Fraser,  
*Vice-Chancellor, University of Teesside*

Professor Diana Green,  
*Pro-Vice-Chancellor, University of Central England in Birmingham*

Mr John Holmes,  
*Chairman, XAAR Printing Technologies Limited, and Management Consultant*

Mr Michael Sadler-Forster,  
*Principal, Winchester School of Art*

Mrs Valerie Stead,  
*Deputy Vice-Chancellor, University of Greenwich*

Professor Michael Sterling,  
*Vice-Chancellor, Brunel University*

Dr Rab Telfer,  
*HEFCE Council Member*

## **Advisory Committee for Church Colleges**

### **Chairman**

Rt Revd Alan Chesters,  
*Bishop of Blackburn*

### **Members**

Mr Geoffrey Duncan,  
*General Synod Board of Education*

Ms Ena Evans,  
*Board of Management for Methodist Residential Schools*

Dr Bryan Loughrey,  
*Director of Research, Roehampton Institute*

Rt Revd Vincent Malone,  
*Bishops' Conference Higher Education Committee*

Professor Gordon McGregor,  
*Council of Church & Associate Colleges*

Mr Derick Robson,  
*Board of Management for Methodist Colleges & Schools*

Dr Gerard Turnbull,  
*Catholic Education Service*

Revd Dr Kenneth Wilson,  
*Principal Westminster College*

The Council is setting up a Music Conservatoires Advisory Committee to be chaired by Sir John Tooley.

In addition to the committees listed, the HEFCE has established the following working and advisory groups:

## **Research Advisory Group**

### **Chairman**

Professor Graeme Davies

## **Teaching and Learning Advisory Group**

### **Chairman**

Professor Colin Campbell

## **Joint Performance Indicators Working Group**

Established jointly with SHEFC and HEFCW

### **Chairman**

Professor Michael Sterling

## **Libraries and Related Provision Review Group**

Established jointly with DENI, SHEFC and HEFCW

### **Chairman**

Professor Sir Brian Follett

## **Advisory Group on Access and Participation**

### **Chairman**

Mr Bahram Bekhradnia

## **Review of the Academic Year Committee of Enquiry**

Established jointly with CVCP, DENI, HEFCW and SCOP

### **Chairman**

Lord Flowers



# Recurrent Grant for 1993-94 and Students for 1992-93

Higher Education Institutions	Figures in £ 000s				% Change in Grant from AY 1992-93	Students	
	Teaching Grant	Research Grant	Other Allocations	Total Recurrent Grant		Full-time and Sandwich	Part-time and Distance Learning
Anglia Polytechnic University	16,250	264	994	17,508	6.0	7,509	5,735
Aston University	8,320	4,249	1,926	14,495	-1.0	4,127	580
University of Bath	8,856	7,969	616	17,441	10.1	4,143	470
Bath College of HE	3,767	476	51	4,294	12.6	1,971	443
Bishop Grosseteste College	1,718	0	90	1,808	-1.0	778	141
University of Birmingham	25,076	21,238	2,530	48,844	10.5	10,801	1,764
Bolton Institute of HE	7,337	93	340	7,770	2.4	3,128	2,508
Bournemouth University	8,712	234	192	9,138	4.6	5,797	1,517
University of Bradford	10,267	5,895	660	16,822	-1.0	5,087	653
Bretton Hall	2,047	0	77	2,124	-1.0	1,446	162
University of Brighton	16,501	1,702	131	18,334	10.9	7,437	2,606
University of Bristol	21,077	18,583	1,878	41,538	1.0	8,738	807
Brunel University	8,893	3,805	1,926	14,624	-0.9	4,040	1,311
Buckinghamshire College of HE	6,601	0	206	6,807	1.1	3,623	1,401
University of Cambridge	29,393	40,041	-6,952	62,482	11.7	12,692	1,141
Central School of Speech & Drama	940	0	244	1,184	-1.0	479	48
University of Central England	19,364	63	182	19,609	1.4	7,894	5,532
University of Central Lancashire	19,318	785	193	20,296	7.0	8,404	4,576
Canterbury Christ Church College	4,936	215	51	5,202	15.7	2,038	1,750
Cheltenham and Gloucester CHE	8,706	605	51	9,362	9.5	4,456	1,933
Chester College of HE	3,071	41	51	3,163	0.8	1,756	1,553
City University	6,124	4,120	4,380	14,624	5.5	3,387	1,243
The College of Guidance Studies	307	0	0	307	5.2	65	165
College of Ripon & York St John	4,264	103	52	4,419	4.1	2,222	249
College of St Mark & St John	2,919	7	112	3,038	-1.0	1,574	592
Coventry University	18,398	1,941	130	20,469	13.5	8,803	3,279
Cranfield Institute of Technology	9,982	3,056	60	13,098	29.9	1,252	362
Dartington College of Arts	722	48	0	770	0.0	316	0
De Montfort University	23,519	1,822	118	25,459	9.9	12,013	3,766
University of Derby	9,322	359	51	9,732	5.5	5,578	2,304
University of Durham	12,507	9,238	900	22,645	9.5	6,591	657
University of East Anglia	9,123	8,134	795	18,052	5.2	4,736	681
University of East London	15,828	975	2,190	18,993	8.8	6,228	3,320
Edge Hill College of HE	4,994	6	51	5,051	0.0	2,584	855
University of Essex	6,865	5,533	421	12,819	3.3	3,461	133
University of Exeter	13,796	8,844	994	23,634	3.7	6,757	1,282
Falmouth School of Art & Design	854	0	75	929	-1.0	627	58
University of Greenwich	18,948	979	3,241	23,168	12.4	9,576	3,733
Harper Adams Agricultural College	2,193	118	52	2,363	5.2	1,101	40
University of Hertfordshire	18,213	1,185	1,447	20,845	14.1	8,457	3,079
Homerton College, Cambridge	2,056	322	-1	2,377	14.8	931	226
University of Huddersfield	14,564	901	111	15,576	8.8	7,159	3,301
University of Hull	11,676	6,345	1,420	19,441	2.7	6,356	976
University of Humberside	12,810	250	221	13,281	1.1	8,203	2,409
Institute of Advanced Nursing Education	1,244	0	236	1,480	3.7	93	844
University of Keele	6,666	3,864	1,366	11,896	6.4	3,677	1,027
University of Kent at Canterbury	8,742	5,998	897	15,637	4.2	4,876	881
Kent Institute of Art & Design	1,972	0	1	1,973	-1.0	1,135	193
Kingston University	17,135	1,017	2,104	20,256	8.1	8,152	2,971
King Alfred's College, Winchester	3,479	2	51	3,532	-0.1	1,945	1,025
University of Lancaster	11,438	8,173	751	20,362	6.7	6,375	1,201
La Sainte Union College of HE	2,443	56	0	2,499	0.1	1,437	249
University of Leeds	28,227	21,073	2,553	51,853	6.2	12,444	1,371

Higher Education Institutions	Figures in £ 000s				% Change in Grant from AY 1992-93	Students	
	Teaching Grant	Research Grant	Other Allocations	Total Recurrent Grant		Full-time and Sandwich	Part-time and Distance Learning
Leeds Metropolitan University	22,366	931	170	23,467	6.7	8,843	7,283
University of Leicester	13,217	9,941	1,323	24,481	6.9	6,709	1,028
University of Liverpool	24,953	18,346	2,310	45,609	3.1	9,608	1,647
Liverpool Institute of HE	4,521	1	5	4,527	-1.0	2,842	780
Liverpool John Moores University	24,951	1,216	131	26,298	7.6	10,188	4,923
University of London	44,620	52,898	36,954	134,472	4.0	9,872	4,250
Birkbeck College	7,866	4,264	4,407	16,537	4.1	368	4,048
Goldsmiths' College	6,238	2,170	3,554	11,962	-1.0	3,468	680
Imperial College of Sci/Tech/Med	15,360	23,562	6,882	45,804	9.4	5,157	664
King's College London	14,713	14,654	4,846	34,213	3.6	6,131	898
London Sch of Econ/Pol/Sci	4,209	7,671	2,084	13,964	1.8	2,344	516
Queen Mary & Westfield College	10,056	7,328	3,280	20,664	2.0	5,089	253
Royal Holloway, University of London	6,963	4,037	1,680	12,680	5.7	3,726	233
University College, London	20,154	25,684	6,723	52,561	11.2	8,359	835
London Business School	547	1,304	533	2,384	12.9	235	277
London Guildhall University	13,156	422	2,163	15,741	6.4	5,328	4,253
The London Institute	9,149	539	1,969	11,657	9.9	4,822	2,644
Loughborough University of Technology	13,499	8,805	385	22,689	2.7	6,840	708
Loughborough Coll of Art & Design	922	0	80	1,002	-1.0	621	47
Luton College of HE	7,494	17	102	7,613	0.8	4,483	2,992
University of Manchester	30,490	28,109	3,187	61,786	10.3	12,653	2,121
UMIST	9,722	10,275	453	20,450	6.9	4,310	226
Manchester Metropolitan University	37,825	2,113	233	40,171	9.2	16,500	8,166
Middlesex University	18,340	1,771	2,100	22,211	14.3	10,358	2,182
Nene College	8,364	99	52	8,515	2.2	4,952	2,285
University of Newcastle	22,485	16,897	1,249	40,631	2.3	9,478	985
Newman & Westhill Colleges	2,970	0	0	2,970	2.2	1,448	115
University of North London	15,127	909	2,531	18,567	9.1	7,044	2,781
North Riding College	1,759	0	66	1,825	-1.0	782	121
University of Northumbria	22,652	1,357	161	24,170	8.8	9,265	5,103
University of Nottingham	18,919	17,867	2,688	39,474	8.0	8,636	1,147
Nottingham Trent University	25,390	1,243	390	27,023	7.0	11,991	4,287
Open University	93,694	4,674	-1	98,367	11.2	193	98,127
University of Oxford	27,014	40,630	-8,515	59,129	11.3	12,377	366
Oxford Brookes University	13,019	1,674	333	15,026	11.9	6,025	1,591
University of Plymouth	19,846	1,927	182	21,955	13.2	11,128	2,099
University of Portsmouth	17,181	2,293	161	19,635	16.0	8,306	1,586
Ravensbourne College	967	0	217	1,184	-1.0	472	0
University of Reading	13,448	11,688	999	26,135	6.3	7,376	1,294
Roehampton Institute	7,425	1,100	1,205	9,730	22.6	4,028	839
Rose Bruford College	662	0	124	786	-1.0	260	0
Royal Academy of Music	1,946	0	0	1,946	-6.0	345	0
Royal College of Music	1,648	0	0	1,648	-11.1	377	0
Joint Vocal Faculty	512	0	0	512	271.3	57	0
Royal College of Art	5,254	699	463	6,416	8.6	627	29
Royal Northern College of Music	2,355	0	0	2,355	-2.6	528	0
S. Martin's College	3,708	82	320	4,110	1.3	1,991	2,055
St Mary's College	3,038	2	356	3,396	1.3	1,769	97
University of Salford	10,236	4,625	541	15,402	-1.0	4,866	976
Salford College of Technology	6,725	266	122	7,113	4.6	2,292	2,744
University of Sheffield	22,903	17,037	1,699	41,639	3.5	10,173	1,067
Sheffield Hallam University	28,876	1,834	205	30,915	6.8	12,253	4,787
University of Southampton	17,570	16,426	1,496	35,492	7.0	7,702	932



Higher Education Institutions	Figures in £ 000s				% Change in Grant from AY 1992-93	Students	
	Teaching Grant	Research Grant	Other Allocations	Total Recurrent Grant		Full-time and Sandwich	Part-time and Distance Learning
Southampton Institute of HE	10,098	58	244	10,400	-1.0	5,013	2,306
South Bank University	22,364	1,254	4,272	27,890	12.7	10,196	5,862
Staffordshire University	15,612	991	182	16,785	8.0	8,051	2,566
University of Sunderland	14,523	1,151	169	15,843	11.9	7,989	2,317
University of Surrey	8,128	7,123	1,268	16,519	6.3	3,976	1,218
University of Sussex	10,276	9,345	1,065	20,686	11.6	5,829	538
University of Teesside	13,011	674	130	13,815	4.6	5,567	2,271
Thames Valley University	13,724	297	1,845	15,866	7.4	5,386	6,349
Trinity & All Saints	2,633	37	51	2,721	-0.5	1,543	129
Trinity College of Music	1,246	0	0	1,246	-3.0	382	8
University of Warwick	15,301	14,355	1,471	31,127	6.9	7,046	3,135
West London Institute of HE	4,925	688	591	6,204	19.8	2,088	1,424
University of Westminster	22,319	1,421	4,037	27,777	12.3	7,358	9,631
Westminster College, Oxford	2,293	4	66	2,363	-1.0	1,050	284
University of West of England	22,866	1,245	181	24,292	7.0	10,084	5,547
West Surrey Coll of Art & Design	1,469	36	137	1,642	-1.0	1,382	86
West Sussex Institute of HE	4,034	12	0	4,046	1.8	1,792	1,084
Wimbledon School of Art	707	196	105	1,008	20.2	351	56
Winchester School of Art	761	91	0	852	7.4	406	171
University of Wolverhampton	21,996	790	71	22,857	5.7	9,508	4,734
Worcester College of HE	3,343	62	31	3,436	-0.1	1,902	363
University of York	8,741	8,067	343	17,151	6.1	4,448	416
HE Courses at FE Colleges	24,761	0	480	25,240	6.3	19,788	5,523
<b>Total</b>	<b>1,554,635</b>	<b>618,011</b>	<b>139,553</b>	<b>2,312,199</b>		<b>671,185</b>	<b>322,188</b>

**The HEFCE funds higher education at the following**

**77 colleges of further education:**

Askham Bryan College	Highbury College of Technology
Bedford College of HE	Lackham College
Berkshire College of Art & Design	Leeds College of Art & Design
Birmingham College of Food, Tourism & Creative Studies	Loughborough College
Blackburn College	New College, Durham
Blackpool & The Fylde College	North East Surrey College of Technology
Bournemouth & Poole College of Art & Design	North East Worcestershire College
Bracknell College	Newcastle College
Bradford & Ilkley Community College	Newham Community College
Brooklands College	North Cheshire College
Brunel College of Arts & Technology	North Lincolnshire College
Carlisle College	Northbrook College of Design & Technology
Chesterfield College of Technology & Arts	Northumberland College of Arts & Technology
Chichester College of Technology	Oldham College
City of Liverpool Community College	Peterborough Regional College
City of Westminster College	Rycotewood College
Cleveland College of Art & Design	Salisbury College
Coalville Technical College	Sandwell College of F&HE
College of North West London	Sheffield College
Cordwainers College	Solihull College
Coventry Technical College	South Manchester College
Crawley College	South Tyneside College
Croydon College	Southampton Technical College
Cumbria College of Art & Design	Sparsholt College, Hampshire
Dewsbury College	St Helens College
Doncaster College	Stockport College of F&HE
Ealing Tertiary College	Suffolk College
Epsom School of Art & Design	Swindon College
Farnborough College of Technology	Telford College of Arts & Technology
Gloucestershire College of Arts & Technology	Thurrock College
Guildford College of FHE	Trowbridge College
Halton College of FE	Wakefield College
Hammersmith & West London College	Walsall College of Arts & Technology
Harlow College	West Thames College
Havering College of F&HE	Westminster College
Henley College, Coventry	Wigan & Leigh College
Herefordshire College of Art & Design	Wirral Metropolitan College
Herefordshire College of Technology	Worcester College of Technology
	York College of F&HE



# Abbreviations and Conventions

## Abbreviations

AIRS	Accelerated and Intensive Routes
ASC	Academic Subject Category
AUCF	Average Unit of Council Funding
AY	Academic Year
CDP	Committee of Directors of Polytechnics
CNAA	Council for National Academic Awards
CR	Contract Research Funds
CVCP	Committee of Vice-Chancellors and Principals
DENI	Department of Education for Northern Ireland
DevR	Development Research Funds
DFE	Department for Education
EC	European Community
FY	Financial Year
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HEQC	Higher Education Quality Council
ITTI	Information Technology Training Initiative
JANET	Joint Academic Network
JISC	Joint Information Systems Committee
MAC	Management and Administrative Computing Initiative
NIHEC	Northern Ireland Higher Education Council
OFSTED	Office for Standards in Education
PCFC	Polytechnics and Colleges Funding Council
PGR	Postgraduate Research
PGT	Postgraduate Taught
QR	Quality & Volume Research Measure

QAD	Quality Assessment Division
R	Research
SCOP	Standing Conference of Principals
SHEFC	Scottish Higher Education Funding Council
T	Teaching
TLTP	Teaching and Learning Technology Programme
UFC	Universities Funding Council
UG	Undergraduate

## Conventions

The Academic Year indicates the period 1 August to 31 July.

The Financial Year indicates the period from 1 April to 31 March.

Annual periods in this report relate to the Academic Year unless otherwise stated.

Figures have been rounded where appropriate.

Financial and numerical data are correct at the time of going to press (June 1993), but may be subject to change.

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The photograph on page 18 shows an engineering student at Oxford Brookes University.

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